DOCUMENT RESUME

ED 209 901 EC 140 621

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TITLE	Perceptions of Student Social Performance.
INSTITUTION	National Technical Inst. for the Deaf, Rochester, N. Y.
SPONS AGENCY	Department of Health, Education, and Welfare, Washington, D.C.
REPORT NO	NTID-PS-29
PUB DATE	Nov 78
NOTE	36p.; For related documents, see EC 140 611-630.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Attitudes; College Students; *Deafness; Higher Education; *Interpersonal Competence; *Self Concept; Student Evaluation
IDENTIFIERS	Social performance Indicator

ABSTRACT

The study involving 27 students entering the 1977 National Technical Institute for the Deaf orientation program examined and compared perceptions of student social performance as viewed by resident advisors, counselors, and the students themselves. Social Performance Indicator protocols were obtained for Ss. Results indicated high evaluations of student social behavior. A common concern for student self identity was also indicated by all three groups. Figures and tabls with statistical data are included, and a sample copy of the Social Performance Indicator and a list of results are appended. (Author/SB)

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PERCEPTIONS OF STUDENT SOCIAL PERFORMANCE

Paper Series No. 29
November, 1978

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NTID's principal goal in doing research is to influence the education, training and career placement of deaf citizens through systematic examination of issues related to deafness. As one part of NTID's total research effort, the Department of Research and Development conducts descriptive and experimental research. Research findings are used in the development of programs and materials in the areas of learning and instruction, personal and social growth, and career development of deaf students. This document was developed in the course of an agreement with the U.S. Department of Health, Education and Welfare.

EC140621

ABSTRACT

The purpose of this study was to examine and compare perceptions of student social performance as viewed by resident advisors, counselors and the students themselves. Social Performance Indicator protocols were obtained for a random sample of 27 students entering the 1977 NTID orientation program. The results indicaced high evaluations of student social behavior. A common concern for student self-identity was also indicated by all three groups.

INTRODUCTION

Western society has historically considered deaf people to be somehow socially inferior (Bender, 1970). Parents, teachers and others concerned with the welfare and advancement of deaf persons have argued about the truth of this matter for some time. Social scientists have been asked as impartial investigators to "prove" the validity of this assumption one way or the other. Less than one year after Doll (1936) standardized the Vineland Social Maturity scale, a member of the Vineland research team, Katherine Bradway, used the device to measure the social competence of deaf children in a residential program. Her findings were that ..."the deaf group was 20 percent inferior to hearing subjects in social competence throughout all age levels examined" (Bradway, 1937:138). The following year, Streng and Kirk disputed these results, reporting no significant differences between their deaf group (drawn from a public day school program) and hearing subjects. They explained the discrepancy between their study and the earlier one by suggesting that: "Either the children previously studied were also inferior in intelligence, or deaf children in day schools are higher in social competence than deaf children in residential institutions" (Streng and Kirk, 1938:253). Needless to say, this sparked further controversy and did not resolve the original question.

Forty years later the question is still unresolved. There have been numerous studies investigating the personal and social development of deaf people but the results continue to be mixed and controversial (Bolton, Curl and Hardy, 1974; Meadow, 1976; Schuldt and Schuldt, 1972).

Sampling and testing procedures are frequently criticized as inadequate. Paper and pencil tests are often suspected of being invalid for use with deaf populations. Much work remains to be done before the methodological issues can be resolved. One thing which is clear after 40 years is that social competence is a complex construct which requires an integrated understanding of human behavior showing a more complete picture of social development than is provided by isolated components such as cognition, empathy or locus of control (O'Malley, 1977).

This understanding stems, in part, from a series of working conferences on socialization and social structure which were sponsored by the Social Science Research Council in the 1960's. Members were drawn from a variety of disciplines including: child development, social anthropology, social psychology and sociology. These meetings resulted in major expansions of social theory (see Clausen, 1968; Goslin, 1969). One of the outcomes of these and related efforts is the view that social competence is situationally dependent. In its general form, effective social behavior implies that an individual guides his or her own actions to meet the expectations of others within the constraints of a given social setting (Emerton, Hurwitz and Bishop, in press).

The present study addresses but does not attempt to completely resolve the questions and controversies indicated above. The project is limited to the behaviors of a group of deaf students attending the 1977 summer orientation program at the National Technical Institute for the Deaf (NTID). These are the limits of the social setting. Appropriate interaction with other people is an indicator of social competence but behavior is not constant across situations. Whether it is adequate or inadequate is largely a function of individual perceptions (Brim, 1968).

The purpose of this project was to examine and compare perceptions of individual performance as viewed by students themselves, by their career planning seminar counselors and by their resident advisors at the close of the summer program.

METHOD AND PROCEDURES

Instrumentation

The Social Performance Indicator (SPI) was the instrument used in this study. It was developed at NTID using a delphi procedure with faculty and staff to identify key behaviors which are important in social functioning (Burke, 1972). After several revisions, the instrument now consists of twenty-two items which focus on: one to one relationships, one to group relationships, social commitments, relation to authority, social communications, reactions to competition and everyday norms of appearance, attendance, initiative and responsibility (Emerton, 1975;1976).

Each item on the SPI has a checklist of five response alternatives arranged negative to positive (e.g., "never" to "always") with a sixth category labeled "Don't Know". Persons using the inventory are instructed to respond to each item by selecting the response which best approximates their observations of the individual being rated. They are also instructed to report only on those behaviors they have actually observed in the academic environment. A copy of the SPI is contained in Appendix A.

Statistics have shown that the SPI is unidimensional. Using Hoyt r_{xx} as a measure, its internal reliability has been reported as .91 (Garrison and Emerton, 1977). In an earlier pilot study, persons training to become resident advisors were shown a videotape of an episode from a television program and asked to rate one of the characters using the SPI. This was done to compare responses made to a common stimuli. The overall coefficient of variability (Blalock, 1960) among the judges was .10.

Sample

Twenty-nine students were drawn at random from among the students participating in the 1977 Summer Vestibule Program (SVP). This summer orientation program is ordinarily required of all incoming NTID students. The major emphases are on testing, orientation to NTID and career planning. Of the twenty-nine students drawn, complete SPI protocols were obtained for twenty-seven individuals.

Data Collection

The protocols were completed by students, their resident advisors and their career planning seminar counselors. Each protocol was done independently of the others. Students responded to the items in face to face interviews with a research intern who was conversant in sign language. Care was taken to insure that the students understood each item. Resident advisors and counselors received and returned the SPI protocols through their coordinators.

Analysis

Comparisons were made in this study to check any major differences among the groups of students entering NTID during the 1975, 1976 and 1977 summer programs as reported by resident advisors using the SPI at the end of those programs. The other comparisons were made using data collected during 1977.

Ratings of "4" and "5" were generally referred to as "high", while ratings of "1", "2" and "3" were referred to as "low." Three was arbitrarily classified as low on the grounds that it is indeterminate and not really a positive response.

Chi Square tests were used to assess differences among the raters. Contributions of each cell in the table to the total Chi Square were used to assess the sources of any such differences. Spearman Rho correlations were used in measuring relationships between raters. Significance was set at the .05 level unless otherwise noted.

FINDINGS AND DISCUSSIONS

Resident advisors (RAs) responded to the SPI as part of another project during 1975 and 1976. The first question to be explored in the present study was whether or not the overall evaluations of incoming students by RAs in 1977 differed substantially from those of previous years. The earlier work presented these data in the form of profile categories (I to V) which, in the case of the SPI, correspond to the five response alternatives arranged negative to positive or poor to good (see Emerton, 1975; 1976). Figure 1 illustrates the distribution of these data by profile category for each year.

As can be seen in Figure 1, the data from 1977 are quite similar to those from 1976. Both sets of data are negatively skewed. The distribution of data from 1975 more closely approximates a normal distribution. Forty-six percent of the evaluations occur at mid-point on the five point scale. The data from 1976 and 1977 indicate a high overall evaluation of student social performance by RAs. A question arises as to whether this high evaluation is shared by others involved in the summer program or if it is simply a function of the perspective of the resident advisor role.

Figure 2 compares data gathered in 1977 from RAs, along with data obtained from counselors involved in career planning seminars and, finally, from the students themselves. It can be seen that the students, RAs and counselors, in general, agree on a high evaluation of student social performance. Of the total ratings, 21% fall into category V, 35% fall into category IV, 16% fall into category III, 10% fall into category II and 2% fall into category I. Sixteen percent of the responses were "Don't Know."

A comparison of student, RA and counselor ratings shows significant differences among the raters ($X^2 = 130.32$, df = 10) with respect to response categories. Examination of the contributions made by each cell in Table I to the overall Chi-Square reveals that 47% of the difference is contributed by the "Don't Know" responses. Students were able to respond to 95% of the items while counselors were able to respond to only 73% of the items. The second major difference (22%) is in the use of category III. Most of this is due to a disproportionate use of this rating by students. The third source of difference (14%) is in category II where counselors gave very few ratings compared to RAs. Nevertheless,

the global picture of student social performance with the "Don't Know's" excluded is quite favorable among all three groups.

To further examine differences in perceptions among students, RAs and counselors, responses to the individual SPI items were cross-tabulated by respondent type. Table II presents the Chi Square values resulting from this analysis. Table III presents the Spearman Rho correlations between respondent types for each item. Table IV presents the mean score for each group along with the grand mean for each item.

Focusing on detailed findings of individual items can obscure associations among them. For this reason the item level results are presented in Appendix B. However, attention is directed to Table IV. Notice the five areas with the lowest ratings within each of the responding groups. Students gave the lowest ratings to their abilities to: (1) assert themselves in groups ($\bar{X}$ = 2.75); (2) maintain self-identity in social relationships ($\bar{X}$ = 3.16); (3) work with others in making group decisions ($\bar{X}$ = 3.35); (4) meet commitments made to others ($\bar{X}$ = 3.38); and (5) get along with hearing people ($\bar{X}$ = 3.40). RAs gave the lowest ratings to students' ability to: (1) get along with others in competition ($\bar{X}$ = 2.80); (2) assert self in groups ($\bar{X}$ = 2.85); (3) work with others in making group decisions ($\bar{X}$ = 3.10); (4) get along with hearing people ($\bar{X}$ = 3.20); and (5) maintain self-identity in social relationships ($\bar{X}$ = 3.33). Counselors gave the lowest ratings to students' abilities to: (1) assert themselves in groups ($\bar{X}$ = 2.45); (2) maintain self-identity in social relationships ($\bar{X}$ = 2.88); (3) handle negative reactions ($\bar{X}$ = 3.11); (4) facilitate two-way communication with others ($\bar{X}$ = 3.40); and (5) handle advice from others ($\bar{X}$ = 3.62). Four times out of five, the students and the RAs shared the same concerns. Counselors agreed with them on two of the lowest ranking items.

Agreement on the performance of any given student on a given behavior was not complete. If the .10 level of significance is taken as a benchmark, one will notice the following in Table V. Student and RA ratings are highly correlated with regard to maintaining relationships and respecting commitments made to others. Student and counselor ratings are highly correlated with regard to maintaining identity, respecting commitments made to others, handling advice, respecting rules, initiative and responsibility. RA and counselor ratings are highly correlated with regard to assertiveness, consideration for others, respect for authority, handling advice, handling negative reactions, socializing with deaf people, socializing with hearing people, and maintaining personal appearance. Nowhere are there significant correlations for all three pairs of ratings. Moreover, there are no significant correlations at all for initiating relationships, accepting responsibility for actions toward others, facilitating communication, respecting the rights of others, understanding change in others, or attendance.

An overall perspective on the relationships among these items can be obtained by ranking them. Table ~~VII~~ presents the SPI items sorted by their grand mean. The first six items have means which would place them into the high category. The next thirteen items are distributed fairly evenly in the middle range of the scale. The twentieth and twenty-first items, those having to do with self-concept, are markedly lower than the other items. The last item, "understanding change in others," has too many unknowns to be evaluated.

In sum, there are no substantial differences in overall perception of student social performance by students, RAs and counselors. Statistical differences among the raters are observed for only four of the

twenty-two items on the SPI. With varying degrees of emphasis, the ratings fall along a relatively smooth continuum ranging from high evaluations on "attendance" ($\bar{X}$ = 4.26) to moderately low evaluations for "working with others in making group decisions" ($\bar{X}$ = 3.41). Each group appears to have its own view as to the strengths and weaknesses of students' social behaviors. RAs seem concerned about behaviors which could interfere with "house activities." Counselors seem concerned about behaviors which could directly affect the counseling process. It also appears that the groups differ in their ability to assess different behavior given the constraints of their roles. Counselors, for example, are often unable to rate items pertaining to ongoing interpersonal relationships. However, there is unanimous agreement among all three groups about the relative abilities of students to assert themselves in groups and to maintain their self-identity in social relationships.

CONCLUSIONS

This paper began with the theoretical concept that social competence is largely a function of individual perception. The purpose of the study was to examine and to compare perceptions of student social performances during the summer program as viewed by RAs, counselors and the students themselves.

Two points are clear from the results. First, these three groups agree that the students' behavior was, for the most part, acceptable. This was indicated by sixty-seven percent of the total ratings falling into the high evaluation categories. But, it also appears that the raters arrive at their conclusions via different paths. Each person

seems to perceive and emphasize the items of the SPI differently. Furthermore, these perceptions and weights seem to be a function of the role relationships in which the individuals interact. This last point, however, was not fully demonstrated and should be investigated further.

The second point is unmistakably clear. Self-concept (e.g., assertiveness and maintaining self-identity in social relationships) was the greatest area of concern to all three groups. This area should receive major emphasis in programmatic efforts to enhance the personal and social development of entering NTID students.

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Figures and Tables

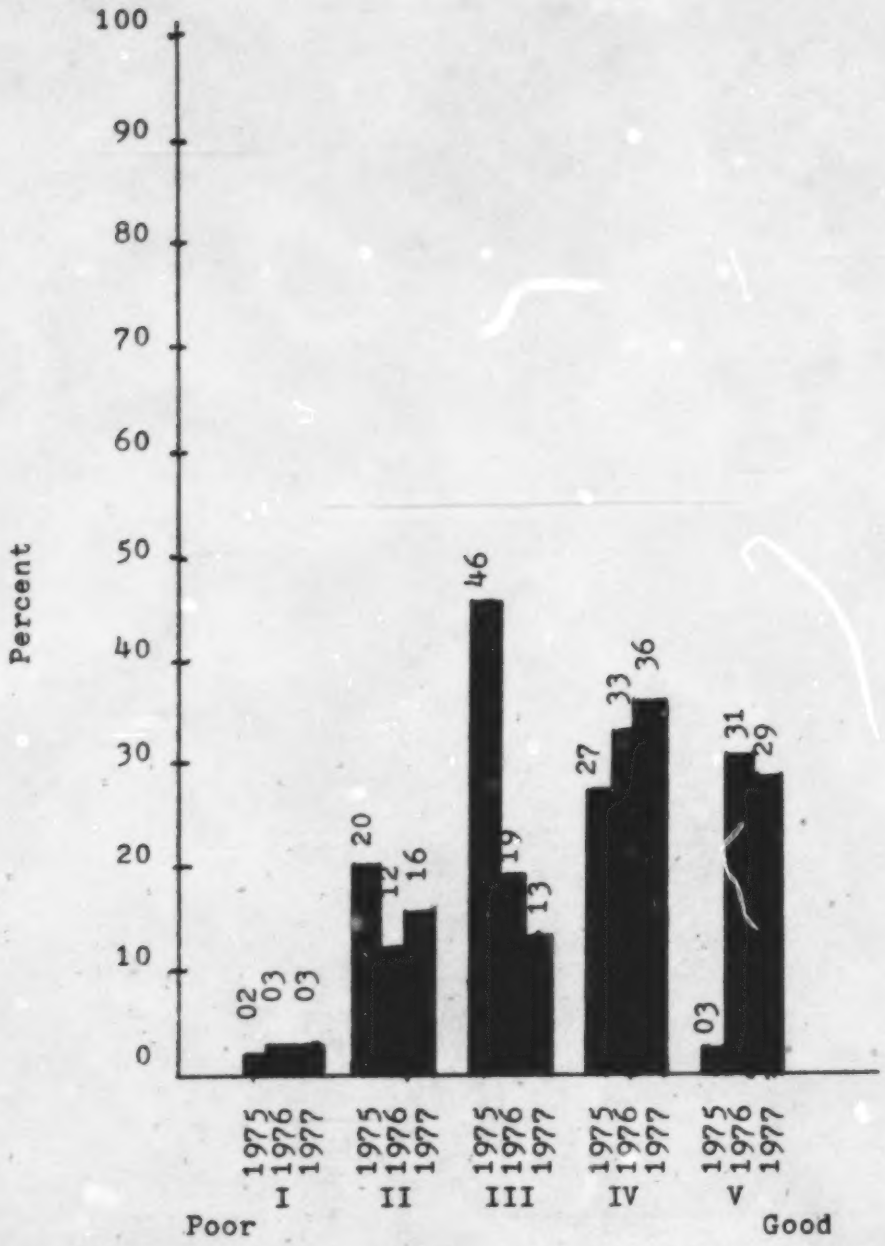

Figure 1. Distributions of SPI scale ratings for residence hall advisors in 1975, 1976 and 1977.

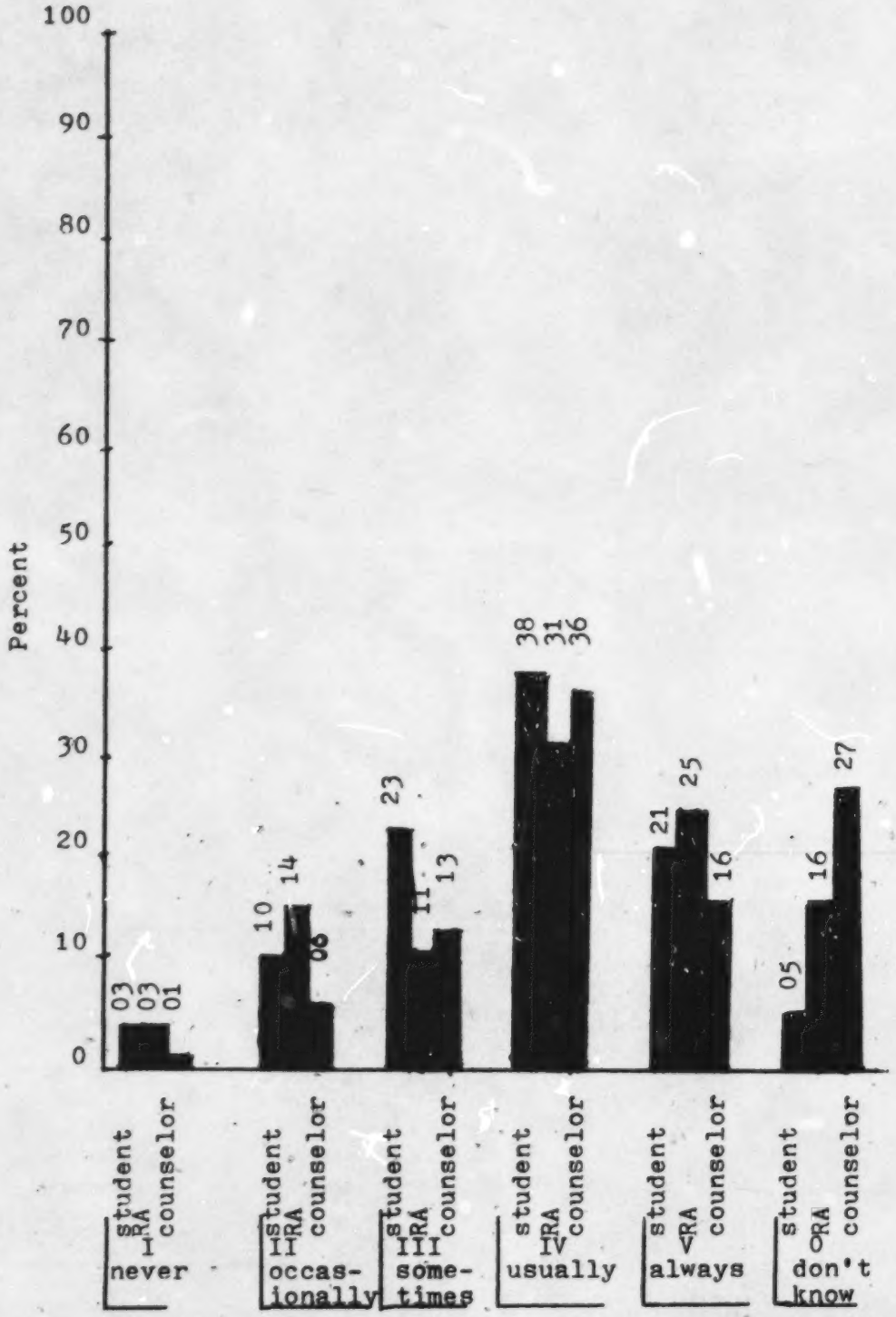

Figure 2. Distributions of SPI scale ratings for students, resident advisors and career planning counselors.

TABLE I

Comparison of SPI Ratings
by Students, RAs and Counselors

Rating	Student	RA	Counselor	Total
1	19	19	6	44
2	61	85	38	184
3	136	68	79	283
4	223	182	212	617
5	124	147	96	367
Don't Know	31	93	163	287
Total	594	594	594	1782

$X^2 = 130.34$ df = 10

TABLE II

Differences Among Raters
Responding to Individual SPI Items

Item	Chi Square	df	Missing Observations**
1	15.68*	8	5
2	6.68	8	24
3	13.83	8	9
4	4.23	8	8
5	5.92	8	20
6	21.21*	8	19
7	7.02	6	2
8	13.49	8	18
9	11.10	6	6
10	10.01	6	13
11	15.77*	8	8
12	11.82	8	37
13	6.99	8	27
14	11.14	8	7
15	8.35	8	6
16	10.23	6	24
17	15.39	8	3
18	10.16	8	24
19	9.83	8	4
20	10.23	8	1
21	15.92*	8	12
22	10.45	8	10

Denotes significance .05

**Total observations = 66

TABLE III

Spearman's Rho Correlations Between Raters
on Individual Items of the SPI

Item	Student/ RA Rho	N	Sigf.	Student/ Counselor Rho	N	Sigf.	RA / Counselor Rho	N	Sigf.
1	.1636	26	.212	-.1168	23	.298	.1672	22	.228
2	.5645	23	.003	-.2582	7	.288	-.1414	6	.395
3	.1271	21	.292	.6081	21	.002	.1308	21	.286
4	-.2014	20	.197	.1431	24	.252	.3109	22	.080
5	.0685	20	.387	.3100	13	.151	.5151	12	.043
6	.0803	22	.361	.0225	13	.471	-.1090	13	.362
7	.1535	25	.232	.0464	26	.411	.6297	26	.001
8	.4455	21	.022	.5055	15	.027	-.2015	13	.255
9	.0740	24	.366	.2656	24	.105	.2234	22	.159
10	.1836	22	.207	.6062	18	.004	.3824	18	.059
11	.2372	25	.127	.2190	21	.170	.2570	20	.137
12	.2886	14	.158	----	4	----	----	1	----
13	.2000	19	.206	.3608	10	.153	.8559	9	.002
14	.1863	22	.203	.1507	24	.241	.0564	23	.399
15	.2025	25	.166	-.0364	23	.434	.6818	21	.001
16	.2515	12	.215	.0764	18	.382	.4825	10	.079
17	.1861	25	.187	.2681	25	.098	.2402	25	.124
18	-.0347	21	.441	.1046	8	.403	.8104	6	.025
19	.1828	24	.196	-.0956	24	.328	.4986	26	.005
20	.0336	26	.435	.2328	27	.121	.1335	26	.258
21	.2637	22	.118	.3277	20	.079	.2386	18	.170
22	.0959	20	.344	.4652	22	.015	-.2153	19	.188

TABLE IV

Student, RA, Counselor and Grand Mean Scores for Behaviors on the Social Performance Indicator

Item	Student	RA	Counselor	Grand
1. Initiating relationships	4.13	3.54	3.77	3.81
2. Maintaining relationships	4.33	4.00	4.16	4.16
3. Maintaining identity in social relationships	3.16	3.33	2.88	3.12
4. Asserting self in groups	2.75	2.85	2.45	2.68
5. Showing consideration for the feelings of others	3.54	3.63	3.90	3.69
6. Accepting responsibility for actions toward others	3.66	3.83	4.33	3.94
7. Respecting the authority of others	4.20	4.16	4.16	4.17
8. Respecting commitments made to others	3.88	4.23	4.30	3.97
9. Facilitating two-way communication with others	3.50	3.36	3.40	3.42
10. Handling advice from others	3.62	3.75	3.62	3.66
11. Respecting the rights of others	3.95	4.50	4.15	4.20
12. Understanding change in others *	---	---	---	---
13. Handling negative reactions	3.88	3.66	3.11	3.55
14. Working with others in making group decisions	3.35	3.10	3.80	3.41
15. Getting along with deaf people	4.28	3.76	4.19	4.07
16. Getting along with hearing people	3.40	3.20	4.20	3.60
17. Respecting group rules	3.82	4.00	3.91	3.91
18. Getting along with others in competition	3.80	2.80	4.20	3.60
19. Maintaining personal appearance	4.00	4.04	3.95	4.00
20. Attendance	4.30	4.03	4.46	4.26
21. Initiative	4.05	3.66	3.66	3.79
22. Responsibility	3.94	3.70	4.05	3.90

* This item has little meaning during the initial summer program. Forty-five percent of the total responses are don't know.

TABLE V

SPI Items: Rank Order
By Grand Means

Item	Grand Mean
Attendance	4.26
Respecting the rights of others	4.20
Respecting the authority of others	4.17
Maintaining relationships	4.16
Getting along with deaf people	4.07
Maintaining personal appearance	4.00
Respecting commitments made to others	3.97
Accepting responsibility for actions toward others	3.94
Respecting group rules	3.91
Responsibility	3.90
Initiating relationships	3.81
Initiative	3.79
Showing consideration for the feelings of others	3.69
Handling advice from others	3.66
Getting along with hearing people	3.60
Getting along with others in competition	3.60
Handling negative reactions	3.55
Facilitating two-way communication with others	3.42
Working with others in making group decisions	3.41
Maintaining identity in social relationships	3.12
Asserting self in groups	2.68
Understanding change in others*	- --

*This item has little meaning during the initial summer program. Forty-five percent of the total responses are don't know.

Appendix A

(Student's Name)	(Staff Member)
(Social Security #)	(Date)

Social Performance Indicator

Directions: This instrument is intended for use by staff members making evaluations of student behaviors in the various social settings at RIT. Please evaluate this student's social performance as observed by yourself relative to the following:

I Initiating relationships

____ 1. Never tried to make friends or meet people.
____ 2. Only tried to make friends a few times, and usually avoided meeting people.
____ 3. Tried to make friends sometimes, and had occasional difficulty meeting people.
____ 4. Usually tried to make friends and often tried to meet people.
____ 5. Always tried to make friends and meet people.
____ 6. don't know

II Maintaining relationships

____ 1. Has no friends; didn't get along with anyone.
____ 2. Had occasional friends; usually had difficulty getting along with most people.
____ 3. Sometimes lost friends; had difficulty getting along with some people.
____ 4. Usually had close friends and got along with most people.
____ 5. Always had close friends and got along well with almost everybody.
____ 6. don't know

III Maintaining self-identity in social relationships

____ 1. Never tries to say in a group what he/she thinks or feels.
____ 2. Sometimes tries to say in a group what he/she thinks or feels.
____ 3. Often tries and sometimes succeeds in saying in a group what he/she thinks or feels.
____ 4. Usually can say in a group what he/she thinks or feels.
____ 5. Can always say in a group what he/she thinks or feels.
____ 6. don't know

IV Asserting Self in Groups

____ 1. Always goes along with the group.
____ 2. Usually goes along with the group.
____ 3. Sometimes can have his or her way in a group.
____ 4. Frequently convinces others in a group of his/her point of view.
____ 5. Almost always has his/her way in a group.
____ 6. don't know

V Showing consideration for the feelings of others

____ 1. Doesn't care about the feelings of others.
____ 2. Only thinks about the feelings of others when forced to do so.
____ 3. Only concerned about the feelings of some people.
____ 4. Usually concerned about the feelings of most people.
____ 5. Always very sensitive to the feelings of others.
____ 6. don't know

VI Accepting responsibility for actions toward others

____ 1. Refuses to accept responsibility for what he does to others.
____ 2. Only accepts responsibility for what he does to others when forced to do so.
____ 3. Sometimes accepts responsibility for what he does to others without pressure.
____ 4. Usually accepts responsibility for what he does to others.
____ 5. Always understands and accepts responsibility for what he does to others.
____ 6. don't know

VII Respecting the authority of others

____ 1. Never accepts what people with authority say.
____ 2. Usually has to be forced to accept what people with authority say.
____ 3. Has some difficulty accepting what people with authority say.
____ 4. Usually accepts what people with authority say.
____ 5. Accepts what people with authority say.
____ 6. don't know

VIII Respecting commitment made to others

____ 1. Never does what he says he will do.
____ 2. Only does what he says he will do when forced to do so.
____ 3. Sometimes tries to avoid doing what he says he will do.
____ 4. Usually does what he says he will do.
____ 5. Always does what he says he will do.
____ 6. don't know

IX Facilitating two-way communication with others

____ 1. Never expresses personal opinions, and never listens to others.
____ 2. Only expresses opinions when asked, listens to others when necessary.
____ 3. Sometimes expresses opinions and listens to others.
____ 4. Usually expresses opinions and sometimes asks for others' opinions.
____ 5. Always expresses personal opinions and always asks for the opinions of others.
____ 6. don't know

X Handling advice from others

____ 1. Never willingly listens to advice from others.
____ 2. Will listen to advice from others only when necessary.
____ 3. Sometimes willing to consider advice from others.
____ 4. Usually considers the advice of others.
____ 5. Always willing to consider the advice of others.
____ 6. don't know

XI Respecting the rights of others

____ 1. Doesn't care about the rights of others.
____ 2. Will only respect the rights of others when forced to.
____ 3. Sometimes respects the rights of others.
____ 4. Usually respects the rights of others.
____ 5. Always respects the rights of others.
____ 6. don't know

XII Understanding changes in others

____ 1. Always criticizes or ignores a person who has changed.
____ 2. Usually criticizes people who change.
____ 3. Accepts people who have changed but sometimes criticizes them for it.
____ 4. Usually tries to understand people who have changed.
____ 5. Always accepts and understands a person who has changed.
____ 6. don't know

XIII Handling negative reactions

____ 1. Always gets upset and responds in a negative way when others disapprove of him.
____ 2. Can sometimes respond to disapproval without getting upset.
____ 3. Can receive disapproval without getting upset.
____ 4. Usually doesn't get upset and tries to understand others who disapprove of him.
____ 5. Never gets upset; always makes an effort to understand the reasons for disapproval.
____ 6. don't know

XIV Working with others in making group decision

____ 1. Never able to work with others in making group decisions.
____ 2. Can occasionally work with others in making group decisions when necessary.
____ 3. Sometimes works well with others in making group decisions, but occasionally refuses to do so.
____ 4. Usually can work with others in making group decisions when asked to do so.
____ 5. Always willing to work with others in making group decisions.
____ 6. don't know

XV Getting along with deaf people

____ 1. Avoids associating with any deaf people.
____ 2. Gets along with a few deaf people when necessary.
____ 3. Gets along with only oral or only manual.
____ 4. Prefers only oral or only manual, but can get along with most deaf people.
____ 5. Gets along equally well with all deaf people.
____ 6. don't know

XVI Getting along with hearing people

____ 1. Clearly dislikes and avoids all hearing people.
____ 2. Can get along with some hearing people when necessary.
____ 3. Gets along with a few hearing people.
____ 4. Usually has no difficulty getting along with most hearing people.
____ 5. Always gets along well with all hearing people.
____ 6. don't know

XVII Respecting group rules

____ 1. Always ignores group rules.
____ 2. Will respect group rules only when forced to.
____ 3. Sometimes respects group rules.
____ 4. Usually respects group rules.
____ 5. Always respects group rules, and helps to enforce them.
____ 6. don't know

XVIII Getting along with others in competition

____ 1. Never gets along with others in competition.
____ 2. Only gets along with others in competition when necessary.
____ 3. Sometimes can get along with others in competition.
____ 4. Usually willing to get along with others in competition.
____ 5. Always gets along with others in competition.
____ 6. don't know

XIX Maintaining personal appearance

____ 1. Is messy, poorly groomed and has no pride in personal appearance.
____ 2. Somewhat messy and careless about personal appearance.
____ 3. Satisfactory personal appearance.
____ 4. Has good personal habits and is usually neat.
____ 5. Always well groomed and neat, and takes pride in personal appearance.
____ 6. don't know

XX Attendance

____ 1. Never shows up.
____ 2. Shows up, but always late.
____ 3. Shows up, but usually late.
____ 4. Shows up, late a few times.
____ 5. Always shows up on time.
____ 6. don't know

XXI Initiative

____ 1. Always hates to work or do things even when required.
____ 2. Do as required things but never tries to do more.
____ 3. Sometimes needs to be reminded of what is required when doing things.
____ 4. Can do things well without depending on others.
____ 5. Enjoys doing things well, and will do more than required.
____ 6. don't know

XXII Responsibility

____ 1. Never dependable.
____ 2. Can only be depended on sometimes.
____ 3. Tries to be responsible but occasionally fails.
____ 4. Generally honest and dependable.
____ 5. Is always dependable; likes to accept much responsibility.
____ 6. don't know

XXIII How would you describe the way this person relates to other people?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thanks for your cooperation!

TH15/jb
(7/29/76)

Appendix B

1. Initiating relationships. Sixty-one percent of the ratings are high (i.e., 4 or 5). Seventy-eight percent of the students gave themselves high ratings ($\bar{X}$ = 4.13). Fifty-six percent of the counselor ratings were also high ($\bar{X}$ = 3.77). RA ratings were evenly divided between high and low ($\bar{X}$ = 3.54). The difference among the raters reported in Table II stems largely from usage of the low (i.e., 1 and 2) rating categories. The RAs indicated that five students should be rated "2" with little consensus by the other raters. Two students felt that they belonged in category one. Again, there was no consensus. These two factors account for sixty-five percent of the differences among the raters.

2. Maintaining relationships. Here, seventy-two percent of the total ratings were high. The RA and student ratings are highly correlated. Rho is equal to .56 which is significant at the .003 level. Counselors were generally unable to judge this item. Eighty-three percent of them responded with don't know.

3. Maintaining self-identity in social relationships. This item has one of the lowest ratings given. Only thirty-nine percent of the ratings were high. There are no significant differences among the respondents. Student and counselor ratings are highly correlated. Rho is equal to .7081 which is significant at the .002 level.

4. Asserting self in groups. This item has the lowest rating of all. Only sixteen percent of the ratings were high. Again, there are no significant differences among the raters. RA and counselor ratings have a Spearman Rho correlation of .3109 with a probability of .080.

5. Showing consideration for the feelings of others. Twenty-five percent of the responses to this item were don't know. Of these, ninety percent were contributed by the RAs and counselors. Students were evenly divided between high and low self reports. When the RA and counselors were able to respond, they rated the students highly. Also these responses are highly correlated with Rho equal to .5151. This is significant at the .043 level.

6. Accepting responsibility for actions toward others. While sixty-eight percent of the responses to this item were high, there is a significant difference among the respondents (X^2 = 21.21, df = 8). Forty-four percent of this difference is attributable to the counselors. They did not use the low (1, 2 or 3) ratings. Their responses were evenly split between the high (4 and 5) and don't know categories. There are no significant correlations between respondents.

7. Respecting the authority of others. Overall, this is one of the most highly rated behaviors on the SPI. Seventy-six percent of the total responses were high. There are no significant differences among the responding groups. RA and counselor ratings are highly correlated. Rho is equal to .6297 which is significant at the .001 level.

8. Respecting commitments made to others. There are some interesting differences in responses to this item but they are not statistically significant. The counselors either didn't know about this behavior (45%) or they gave high ratings ($\bar{x}$ = 4.23). The students, however, were more critical. Forty-eight percent gave themselves high ratings while forty-five percent gave themselves low ratings ($\bar{X}$ = 3.38). The correlations between groups are also unusual. Between RAs and students, Rho is equal to .445 which is significant at the .021 level. Between counselors and students, Rho is equal to .5055 which is significant at the .027 level. (Note the difference in N for these two correlations.) Finally, there is a slight inverse correlation between RAs and counselor ratings (Rho = -.2015), but it is not significant.

9. Facilitating two-way communication with others. Scores on this item were relatively low. Forty-eight percent of the ratings were high, fifty-two percent were low. There are no significant correlations between groups. Apparently there is a lot of individual variation in perceptions of this behavior.

10. Handling advice from others. Sixty-two percent of the responses to this item were high. There are no significant differences among the respondents. However, it should be noted that sixty-three percent of the RAs gave high ratings while less than fifty percent of the students and counselors gave high ratings. The correlations between student and counselor ratings are significant (Rho = .6062, prob. = .004). The correlation between RA and counselor ratings are also high (Rho = .3824, prob. = .059). The relationship between student and RA ratings is not significant.

11. Respecting the rights of others. This item receives one of the highest overall ratings. Eighty-one percent of the responses were high. The RAs were especially favorable in their estimates, giving sixty percent of the students ratings of 5. However, twenty-six percent of the students gave themselves ratings of 3. This difference in perception results in a significant difference among the respondents (X^2 = 15.77, df = 8). There are no significant correlations between the groups.

12. Understanding change in others. This item has little meaning during the summer program. Forty-five percent of the total responses are don't know. There are no significant differences among the respondents. Correlations are not computed for RAs and counselors due to the low response rate.

13. Handling negative reactions. Sixty-five percent of the ratings were high and there are no significant differences noted among the respondents. Counselors had a difficult time rating this behavior. They used the don't know category sixty-five percent of the time. However, when they did rate a student, those ratings correlate highly with the ratings given by RAs (Rho = .8559, prob. = .002). Given this information along with the low mean evaluation by counselors ($\bar{X}$ = 3.11), it appears that counselors notice this behavior primarily when a student does not handle it well.

14. Working with others in making group decisions. This was a highly rated item. Sixty-five percent of the responses were four or better. There are no significant differences among the respondents but also there are no significant correlations between the groups.

15. Getting along with deaf people. Seventy-two percent of the ratings on this item were high. The grand mean is 4.07. No significant differences are found among the respondents. Counselor and RA ratings are highly correlated (Rho = .6819, prob. = .001).

16. Getting along with hearing people. The differences among the respondents on this item are not significant. Students, however, seem to rate themselves a bit lower ($\bar{X}$ = 3.40) than did the counselors ($\bar{X}$ = 4.20). The RAs often felt unable to judge this behavior. Forty-four percent of their responses were don't know. There is no relationship (positive or negative) between scores on this item and scores on item fifteen.

17. Respecting group rules. Eighty-three percent of the total responses were high. There are no significant differences among the respondents. There are no significant correlations between groups.

18. Getting along with others in competition. This item produced some unusual results. Counselors, for example, found this behavior difficult to rate. Sixty-seven percent of their responses were don't know. When they did rate this item, their evaluations were high ($\bar{X}$ = 4.60). RAs gave comparatively low ratings ($\bar{X}$ = 2.80). Student ratings fell in between ($\bar{X}$ = 3.80). There is a significant correlation between RA and counselor ratings but only for six students. The remaining differences are not statistically significant.

19. Maintaining personal appearance. Seventy-one percent of the ratings were high. The grand mean of these evaluations is 4.00. There are no significant differences among the raters. There is a high, positive correlation between the RA and counselor evaluations (Rho = .4986, prob. = .005).

20. Attendance. Over ninety percent of the ratings on this item were high ($\bar{X}$ = 4.26). However, there are no significant differences or correlations to report for this item.

21. Initiative. Sixty-seven percent of the overall ratings were high. However, there are some significant differences among the respondents. Most of this difference (90%) is between RAs and student perceptions. Students tended to give themselves high (5) ratings or try to be neutral (3) about their initiative. RAs predominately gave ratings of 4. Counselor ratings were evenly distributed and contributed only 10% of the difference. Also, there is a moderately high positive correlation between counselor and RA evaluations (Rho = .3277, prob. = .079).

22. Responsibility. Seventy-seven percent of the ratings were high. There are no significant differences among the raters. Student and counselor ratings are positively correlated (Rho = .4652, prob. = .015). There is a slight inverse relationship between RA ratings and those of the students and counselors. This however, is not significant.